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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Definition of Speaking

Speaking is called as the key of communication. People communicate the language in two ways, speaking and writing. Speaking is simpler to be done and understood. So, speaking plays a very important role in the human communication.

Various definitions of speaking have been given by many theorists. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of oral production test (Brown, 2003, p. 140). It consists of producing systematic verbal utterances to convey meaning. It is the capability of someone to communicate orally with others.

Speaking is process of conveying meaning what we feel, see, and think to interlocutor. It is supported by Cameron in Wahyudi (2013,p.3) that speaking is the active use of Language to express meaning so that other people can make sense of them .In other definition, Harmer defines speaking as a form of communication, so a speaker must convey what he/she is saying affectively (Harmer, 1998, p. 14). When the learners

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master speaking skill, they will express their ideas, opinions, and share informations to interlocutor easily. Speaking can be practiced by them in daily conversation, in practicing lesson in the front of class, conveying speech and etc.

## 2. The Nature of Speaking Ability

Richards and Renandya (2002,p.204) state that effective oral communication requires the ability to use the language appropriately in social interaction that requires the ability to use the language appropriately involving not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, nonlinguistic elements such as gestures, body language and expressions are needed in conveying messages directly without any accompanying speech. Speaking can be described as the ability of the person to express their ideas

In other definition, Harmer defines speaking as a form of communication, so a speaker must convey what he/she is saying affectively (Harmer, 1996,p.14).

From those definitions, the writer infers speaking as active use of language by which tries to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to be good at speaking.

## 3. Students' Speaking Ability

According to Hasibuan and Ansyari, speaking ability is the measure of knowing language which involves mechanics (pronunciation,

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grammar, and vocabulary), function (transaction and interaction), social cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers and relative rules of participant (Ansyari, 2007, p. 101). Brown also mentions that number of features that interact to make speaking is as challenging language skill as it (Brown, 2003, 141).

According to Hughes, there are five components of speaking. They are grammar, vocabulary, comprehension, fluency and pronunciation (Hughes, 2003, p. 118).

**a. Grammar**

Grammar is the one of language components. Hornby said that grammar is the rules in a language for changing the form of words and combining them into sentences (Hornby, 1995, p. 517). Using the correct grammar makes someone know the real meaning of the sentences

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2000, p. 362). By using the correct grammar, the listener will know when the action happens, where action takes place, who is audience, who is the speaker, etc. Although for the beginners, they are not forced to speak with correct grammar. Using the correct grammar makes someone know the real meaning in the sentence.

**b. Vocabulary**

The other component is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies

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that can express in conversation. According to Hornby vocabulary is the total number of the words in a language (Hornby, 1995, p.1331) . It means that vocabulary plays that important role in speaking.

Vocabulary development is an important aspect of language development and the reserach that has been conducted in recent years is very exciting (Nunan, 2005, p. 121). McKeown and Beck in Nunan stated that is important to use normal and informal vocabulary instruction that engages students' cognitive skills and give opportunities to the learners to actually use the word (Mc Keown & Nunan, 2005 p.122).

From the explanation, vocabulary should be recognized as a central element in instruction from the begining stages. Vocabulary plays an important role.It is an element that links the four skills of language like listening, speaking, reading, and writing all together. Vocabulary is one of the most aspects of the foreign language learning.Without vocabulary, we can not communicate effectively.

**c. Comprehension**

According to Hornby, comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken) (Hornby, 1995, p. 235). It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker is when he or she says something.



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**d. Fluency**

Brown stated that fluency is probably best achieved by allowing the air stream of speech spill over beyond comprehensibility (Brown, 2000, p. 268,269). Learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk. There are observable signs that can be used to be measured by speed asses or production and by the number of hesitations; accuracy by the amount of error; such as subordinate clauses.

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. Hornby<sup>17</sup> says that fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning(Hornby, 1995, p.427).

**e. Pronunciation**

According to Hornby, pronunciation is the way in which a word is pronounced (Hornby, 1995, p. 928). To make our communication with interlocutor good it is better for us to produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of massages.

Pronunciation is the way certain sounds are produced and stressed more in the way sounds are preceived by the hearer. In communication process, one needs to pronounce and to produce the

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word clearly and correctly in order to avoid miscommunication (Richard & Schmidt, 2010, p 469).

Pronunciation is a key to gaining full communicative competence, pronunciation classes consisted of limitation drills, memorization of pattern, minimal pair exercise, and explanation of articular phonetic (Brown 2000, p. 258,259).

Based on the explanation above, it shows that there are many components of speaking. It means that in speaking students have to include the components above. In conclusion, the good speaking consists of good pronunciation, grammar, fluency, and comprehension of the topic.

#### **4. The Assessing Speaking**

Assesing speaking is challenging, because there are so many factors that influence our impression of how well someone can speak a language and because we expect test scores to be accurate, just and appropriate for our purpose (Luoma, 2004, p. 1).

Madsen also stated that testing of speaking is widely regarded as the most challenging of all language exams to prepare, administer, and score. The purpose of testing in speaking or speaking tests is to present the most effective classroom approaches available for measuring oral proficiency (Madsen, 1983, p. 147)

From the explanation above, it can be concluded that assesing speaking test is very challenging. It can be seen from its purpose to know how well students speak and present effective classroom.

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There are many scales of assessing speaking. According to Hughes, the students' speaking ability is measured by using five aspects such as accent, grammar, vocabulary, fluency and comprehension (Hughes, 2003, p.131-132).

The scale is in the following table :

**Table II.1**  
**Components of Speaking Ability**

a. Accent

| Score | Requirement                                                                                                                                             |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Pronunciation frequently unintelligible                                                                                                                 |
| 2     | Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition                                                |
| 3     | "foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar of vocabulary |
| 4     | Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding                                                      |
| 5     | No conspicuous, miss pronunciation, but would not be taken for a native speaker                                                                         |
| 6     | Native pronunciation, with no trace of "foreign accents"                                                                                                |

b. Grammar

| Score | Requirement                                                                                                    |
|-------|----------------------------------------------------------------------------------------------------------------|
| 1     | Grammar almost entirely inaccurate except in stock phrase                                                      |
| 2     | Constant errors showing control of view major patterns and frequently preventing communication                 |
| 3     | Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding |
| 4     | Occasional errors showing imperfect control of patterns but no weakness that causes misunderstanding           |
| 5     | Few errors, with no patterns of failure                                                                        |
| 6     | No more than two errors during the interview                                                                   |

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**c. Vocabulary**

| Score | Requirement                                                                                                                                              |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Vocabulary inadequate for even the simple conversation                                                                                                   |
| 2     | Vocabulary limited to basic personel and survival areas (time, food, transportation, family, etc.)                                                       |
| 3     | Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common profesional and social topics                          |
| 4     | Profesional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocution |
| 5     | Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations              |
| 6     | Vocabulary apparently as accurate and extensive as that of an educated native speaker                                                                    |

**d. Fluency**

| Score | Requirement                                                                                      |
|-------|--------------------------------------------------------------------------------------------------|
| 1     | Speech is so halting and fragmentary that conversation is virtually impossible                   |
| 2     | Speech is very slow and uneven except for short or routine sentences                             |
| 3     | Speech is frequently hesitant and jerky; sentences may be left uncompleted                       |
| 4     | Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words |
| 5     | Speech is effortless and smooth, but perceptively non-native in speed and evenness               |
| 6     | Speech on all professional and general topics as effortless and smooth as a native speaker       |

**e. Comprehension**

| Score | Requirement                                                                                                                                          |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Understand too little for the simplest type of conversation                                                                                          |
| 2     | Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing                          |
| 3     | Understand careful, somewhat simplifies speech when engaged in a dialogue, but may require considerable repetition and rephrasing                    |
| 4     | Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing                           |
| 5     | Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech |
| 6     | Understand everything in both formal and colloquial speech to be expected of an educated native speaker                                              |



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It is also supported by UR(1991: p. 135) that the candidates are tested on fluency and accuracy. It can be seen in the table below :

**Table II.2**  
**Scale of Oral Testing Criteria**

| Accuracy                                                                                               |   | Fluency                                                             |
|--------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------|
| Little or no language produced                                                                         | 1 | Little or no communication                                          |
| Poor vocabulary,mistakes inbasic grammar,may have very strong foreign accent                           | 2 | Very hesitant and brief utterance,sometimes difficult to understand |
| Adequate but not rich of vocabulary,makes obvious grammar mistakes, slight foreign accent              | 3 | Get ideas across, but hesitantly and briefly                        |
| Good range of vocabulary, occassionally grammar slips, slight foreign accent                           | 4 | Effective communication in short turns                              |
| Wide vocabulary appropriately used,virtually no grammar mistakes, native-like or slight foreign accent | 5 | Easy and effective communication,uses long turns                    |

On the other hands, Luoma( 2004:69) also explains about the scale of assesing speaking.The scale can be seen in the table II.3

**Table II.3**  
**The Test of Spoken English Rating Scale**

|           |                                                                                                                                                                                                                                                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>60</b> | communication almost always effective: taskvery competently.<br>Function performed clearly and effectively<br>Appropriate response to audience/situation<br>Coherent, with effective useof cohesive devices<br>Use of linguistic features almost always effective, communication not affected by minor errors               |
| <b>50</b> | Communication generally effective : task performed competently.<br>Function generally performed clearly and effectively<br>Generally appropriate response to audience/ situation<br>Coherent with some effective use ofcohesive devices<br>Use of linguistic features generally effective; communication affected by errors |
| <b>40</b> | Communication somewhat effective : task performed somewhat competently<br>Function generally performed somewhat clearly and effectively<br>Generallly inappropriate response to audience/situation                                                                                                                          |

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|           |                                                                                                                                                                                                                                                                                                                                                      |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | Somewhat coherent, with little use of cohesive devices<br>Use of linguistic features somewhat effective, communication sometimes affected by error                                                                                                                                                                                                   |
| <b>30</b> | Communication generally not effective : task generally performed poorly.<br>Function generally performed unclearly and ineffectively<br>Generally inappropriate response to audience/situation<br>Generally incoherent, with little use of cohesive devices<br>Use of linguistic features generally poor, communication often impeded by major error |
| <b>20</b> | No effective communication : no evidence of ability to perform task<br>No evidence that functions were performed<br>No evidence of ability to respond to audience/situation<br>Incoherent, with no use of cohesive devices<br>Use of linguistic features poor, communication ineffective due to major errors.                                        |

From the assessing scale above, it can be seen that there are some speaking scales used in assessing speaking. Scales are always written for a purpose and for kinds of students. Different levels of students have different scales in assessing their speaking ability. Student will speak English well if they fulfill the criteria in scales above when they are speaking.

In this research, the researcher used a scale of assessing speaking suggested by Hughes, because the component of grammar, vocabulary, fluency, and comprehension are the problems that are faced by the students. The researcher wants to know and measure the technique used by the researcher that can help the students solve their problem or not.

### 1. Factors that influence Students' Speaking Ability

According to Harmer, motivation that brings students to the task of learning English can be effected and influenced by the attitude of a

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number of people. It is worth considering what and who these are since they form part of the world around students' feeling engagement with learning process (Harmer, 2002, p. 51).

There are several factors that influence students' speaking ability in learning. There are personal and social cultural factors that include individual characteristic, such as attitudes and values students bring to college based on prior personal, family, and cultural experiences. The second component is the classroom environment factors that pertain to instructional experiences in different courses. The third component is internal factors or students' belief and perceptions.

The internal is the students' itself (students' goal, belief, attitude, and personality), and external is the students' environment (the students' family, teacher, friend, and classroom).

## B. The Nature of Group Investigation Technique

### 1. Introduction of Group Investigation Technique

Group Investigation is a cooperative learning strategy in which students work in small groups to "Investigate" a learning topic (Kagan, 2009, p. 447).

Group investigation is collaborative model classroom instructional and school learning that integrates interaction and communication in classroom with process of academy inquiry, in group investigation students explore their idea, clarify them for themselves and one to another, expand and modify them, and finally make them their own (Bynennendyk, 2014, p. 94).

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According to Robert E. Slavin, important for Group Investigation is students' cooperative planning of their inquiry. Group members take part in planning the various dimensions and requirements of their project. Together they determine what they want to investigate in order to solve their problem; which resources they require; who will do what; and how they will present their completed project to the class (Slavin, 2005, p. 222).

Presentation technique is done in front of the class with several of presentation forms, while other group shift waits for presentation, to evaluate and give response from the topic of presentation. The teacher's role in conducting a Group Investigation project is the teacher serves as a resource person and facilitator. He or she circulates among the groups, sees that they are managing their work, and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project.

## **2. The Procedures of Group Investigation Technique in Teaching Students' Speaking Ability**

The application of group investigation in speaking is very good for the students, so that the students become active and free to speak up in learning speaking (Mufidah, 2015, p.8).

Furthermore, Haqqi and Kusumarasyati stated that by using group investigation technique, the student feel more confident to speak English (Haqqi & Kusumarasyati, 2012, p. 51). Ahsana also stated in her



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research, by using group investigation technique, it can train the students to be more cooperative in a group to solve problem and it also trains the students to be more confident to speak( Ahsanah, 2015, p. 68).

a. The Procedures are stated by Kiranawati (2007). They are :

1) Selection Topics

The students choose a variety of subtopic within an area of common problems that are usually described by the teacher first. The students are organized into groups that are oriented to the task (task-oriented-groups) consisting of 2 to 6 people), Composition of heterogeneous groups in both genders, ethnicity and academic ability.

2) Cooperative plan

Students and teacher plan a variety of specific learning procedures, tasks and common objectives that are consistent with a variety of topics and subtopics that have been selected from the first step above .

3) Implementation

The students carry out a plan that was formulated in second step. The learning process should involve a variety of activities and wide variety of skills and encourage students to use a variety of sources that are both inside and outside of school. Teachers continuously follow the progress of each group and provide assistance if needed.

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4) Analysis and synthesis

The students analyze and shintese information obtained in third step and plan to be summarized in an interesting presentation to the class.

5) Presentation and the final result

All the groups present interesting presentation and interesting various topics that have been studied for all students in each class involved and achieved a broad perspective on the topic.

Group presentations are coordinated by the teacher.

- b. There are 6 procedures in teaching speaking by using group investigation technique (Roy Killen, 1998,p. 100) as follows :

1) Topic Selection

Students choose specific subtopics within a general problem area, usually described by the teacher. Students are placed into small two-to six member task oriented groups. Group composition is academically and ethnically heterogeneous.

2) Cooperative Planning

Students in each group and the teacher plan specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in step 1 (first).

3) Implementation

Each group gathers information, reviews the subtopic, analyzes or evaluates it, and reaches some conclusions. Kinds of

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sources of information can be obtained both inside and outside the school.

4) Analysis and Synthesis

Students analyze and evaluate information obtained during step 3 (third) and must prepare a summary activity. It may be in form of report, a briefing, etc, for the entire class.

5) Presentation of Final Project

Each group in the class gives an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher.

6) Evaluation

In cases where groups followed different aspects of the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include either individual or group assessment or both.

c. Students in Group Investigation Progress through six stages (Kagan, 2009, p.447) as follows :

- 1) Identifying the topic and organizing pupils into research groups.
- 2) Planning the learning task.
- 3) Carrying out the investigation.
- 4) Preparing the final report.
- 5) Presenting the final report.

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## 6) Evaluation

Based on the pocedures above, in this research the researcher used the procedures stated by Kagan.

## 3. The Relevant Research

This research has relevance with other previous researches, a research from Iswadarti was entitled “ The Implementation of Group Investigation to Improve the Students Speaking ability ”. She tried to use group Investigation technique to improve the students’ speaking ability, the result showed that Group Investigation increased the students’ pronunciation, grammar, vocabulary, and fluency, and reducing the students’ reluctance to speak, worriness of making mistakes, and feeling afraid of being laughed at by other students. Based on her research, group investigation also improved motivation of the students to speak.

A journal was written by Shopia Binnendyk in 2014 entitled “ Group Investigation Method on Students’ Speaking Ability” .In her journal, she said that group investigation gives the students to use their critical thinking, to share each other, in order to overcome their problem related to their speaking ability, because during teaching and learning process the students can explore their mind,ideas in English, and automatically they can practice their English in order to improve their speaking ability.



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#### 4. The Operational Concept

The operational concept is derived from related theoretical concepts on all variables that should be partially and empirically operated in academic writing (Syafi'i, 2014). The research design has two variables: Independent variable (X), and dependent variable (Y).

- a. Variable X is using group investigation technique, as independent variable. Group Investigation refers to the teachers' technique in teaching speaking.
- b. Variable Y is students' speaking ability as dependent variable.

The researcher makes a clear explanation based on the point above as follows :

##### 1) Variable X

The procedures in teaching speaking by using group investigation technique used by the researcher are :

- a) The teacher divides the students into a heterogen group, about 4-5 member each group.
- b) The teacher gives one general topic to the students (the topic is "moral degradation")
- c) Each group breakdowns the general topic into a sub topic
- d) After each group has their own subtopic, each of member discusses on their group "where will they find the sources or information of the subtopic?", "what will they do with the subtopic ?", why did they choose the topic?".

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- e) The students carry out the investigation, the teacher gives time about several minutes to students to do an investigation.
- f) The students back to their group and share what they get to their group.
- g) each group prepares for presentation, and summarizes information that their members get into a interesting way.
- h) each of group presents their final report and each member should participate in their group, if another group asks them, they should be able to answer the question.
- i) Teacher gives an evaluation for each group contribution to the work of the class as a whole. Evaluation can include either individual, group assesment, or both.

**2) Variable Y**

The indicators of students'speaking ability can be seen as follows:

- a) The students pronounce English word accurately
- b) The students speak English fluently
- c) The students speak grammatically.
- d) The students use appropriate vocabulary in English.
- e) The students comprehend the content in speaking.

**2. The Asumption and The Hypothesis**

**a. Assumption**

In this research, the researcher assumes that the students' speaking is various, and the better using group investigation is the better students' speaking ability will be.

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**b. Hypothesis**

Ha : There is a significant effect of using group investigation technique on students' speaking ability at the Eighth grade of Junior High School 3 teluk kuantan.

H<sub>o</sub> : There is no significant effect of using group investigation technique on students' speaking ability at the Eighth grade of junior High School 3 Teluk kuantan